Leveraging Accountability Tools: Empowering Success with Data

February 19, 2026

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Texas Education Agency

Meet your presenter

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Principal Director, Policy & Communications

Agenda for Today

Welcome and Introductions

Tools to Know the System

Tools to Know your Data and Students

Tools to Set Goals

Tools to Monitor

Closing and Next Steps

Today will be an overview of **many** tools! Everything is linked in this PowerPoint deck, and we are happy to continue the conversation once you have a chance to explore!

A-F is a tool to drive continuous improvement for students

According to state law, the purpose of *A-F* accountability is:

- to **continuously improve student performance**
- to **eliminate achievement gaps** based on race, ethnicity, and socioeconomic status
- to ensure Texas is a national leader in **preparing students for postsecondary success**

Improve Student Performance

Eliminate Achievement Gaps

Prepare Students for Postsecondary Success

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders.**

Strategic use of the A-F systems helps students in school, and beyond

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time.

Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25."
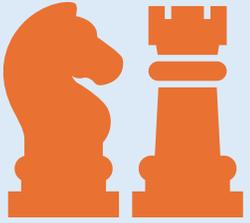
"Avoiding a low performance rating" (or getting a high one!) is a series of **strategic decisions.**

Our goal today is to support you in knowing the accountability tools you have available to support your analysis and decision-making throughout the year.

Achievement and Growth within the A-F system requires knowledge, planning, goal setting, and careful monitoring

Know the System

Know your Data

Know your Students

Set Goals

Monitor Progress Along the Way
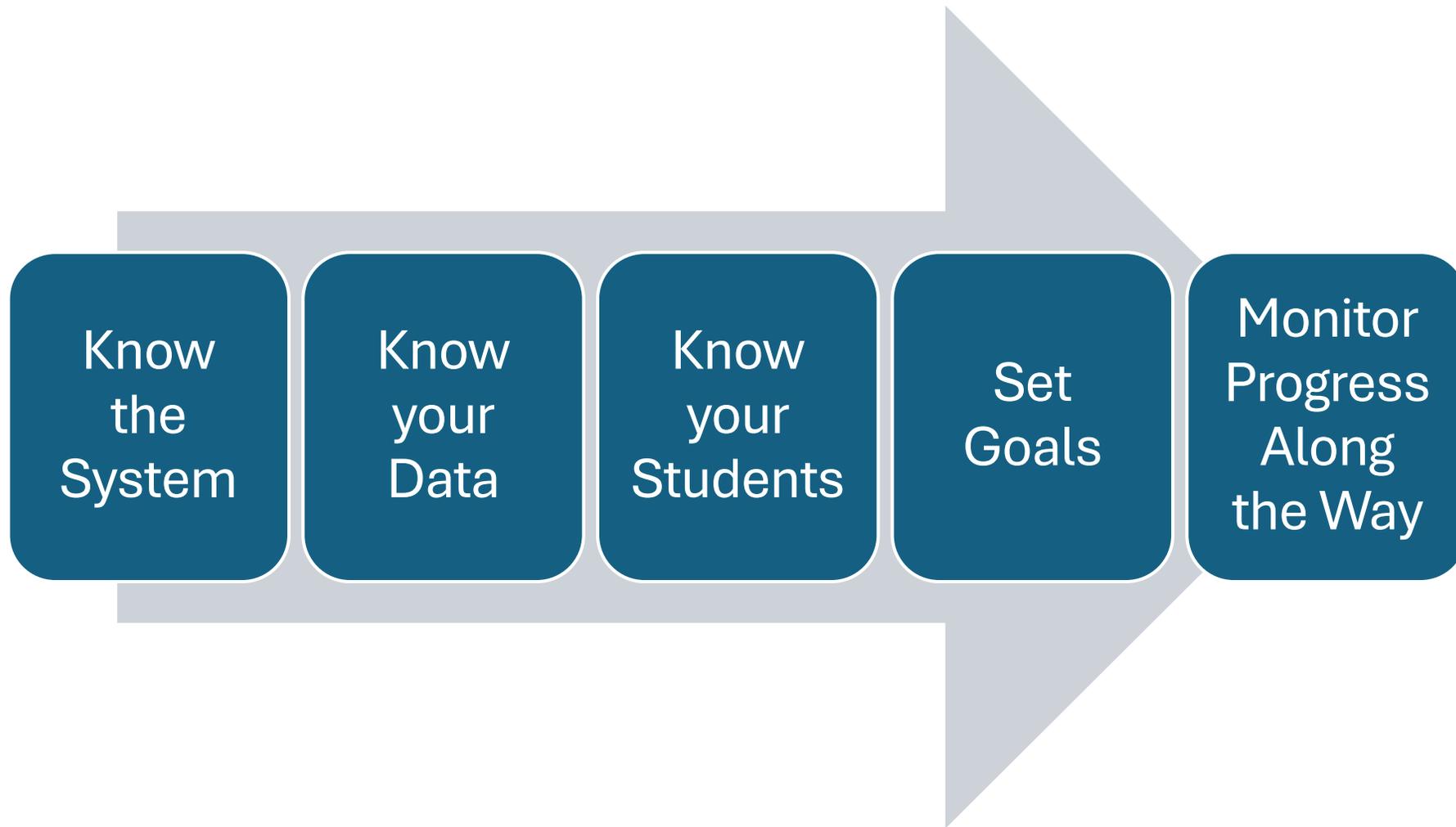
Don't forget to bring your team along with you on the journey!
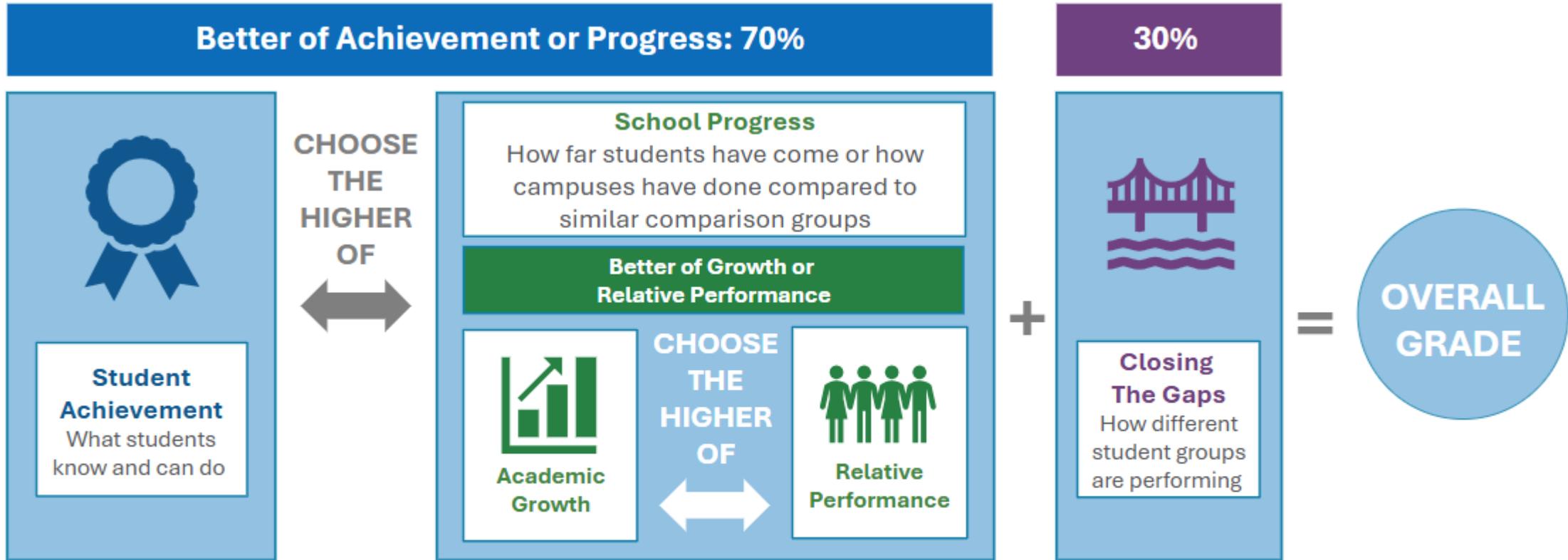
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Step 1: Know the System

Key Questions to Ask Yourself: **Know the System**

- Can I easily explain each of the domains and overall rating calculations to someone else?

- Do I know specifically how my school will be rated?

  - *Pay special attention to Domain 3!*

- Do I know each of the components for each of the domains?

- Do I understand the specific calculations for each component?

- Do I know where data comes from for each component?

- How will I stay on top of shifts in the system that will impact my decision-making?

- Do I know where to go if I need more support?

Calculating Overall A-F Results

Better of Achievement or Progress: 70%

30%

Student Achievement
What students know and can do

CHOOSE THE HIGHER OF

School Progress
How far students have come or how campuses have done compared to similar comparison groups

Better of Growth or Relative Performance

Academic Growth

CHOOSE THE HIGHER OF

Relative Performance

+

Closing The Gaps
How different student groups are performing

=

OVERALL GRADE

Note: If a campus receives a D or an F for 3 of the 4 domains listed above, their final scale score is capped at 69 and 59 (respectively), unless the campus is not scored on all four domains, or the student achievement domain is above a D or F (respectively).

Domain 1: Student Achievement

Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level on STAAR as a well as how many students graduate and whether graduates are ready for college, a career, or the military.

Domain 1 — Student Achievement

Elementary — ▪ **100% STAAR**

Middle — ▪ **100% STAAR**

High Schools & K–12s
- ▪ **40% STAAR**
- ▪ **40% College, Career, Military Ready (CCMR)**
- ▪ **20% Graduation Rate** *AEA Completion Rate*

STAAR
One point is given for each percentage of STAAR results at the following:
- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

Illustrative data — Average of 3

# of Students	%
2,977	92.7%
1,945	60.6%
878	27.3%

$93 + 61 + 27 = 181 \div 3$

College Ready
- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or Onramps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student

Career & Military Ready
- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

Domain 2: School Progress Part A and B

Domain 2
School Progress

Better of
Part A: Academic Growth
or
Part B: Relative Performance

Academic Growth

Relative Performance

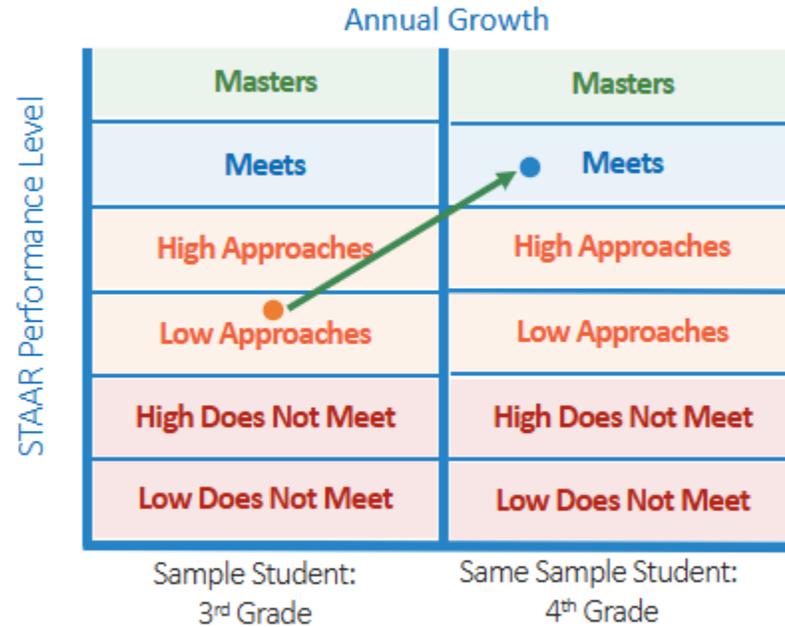The School Progress domain measures district and campus outcomes in two areas:

- The number of students that **grew at least one year academically** and number of students that were **accelerated** as measured by year-over-year STAAR results

- The achievement of students relative to campuses with **similar economically disadvantaged** percentages

Domain 2: School Progress Part A and B

Domain 2: Student Progress

PART A: **Academic Growth**
Aggregating individual student year-over-year gains

Annual Growth

STAAR Performance Level

Masters	Masters
Meets	Meets
High Approaches	High Approaches
Low Approaches	Low Approaches
High Does Not Meet	High Does Not Meet
Low Does Not Meet	Low Does Not Meet

Sample Student: 3rd Grade — Same Sample Student: 4th Grade

Accelerated Learning

Does Not Meet | Approaches | Meets | Masters

PART B: **Relative Performance**
Approximating growth using baseline adjusted proficiency targets

Student Achievement vs Economically Disadvantaged %

A B C D F
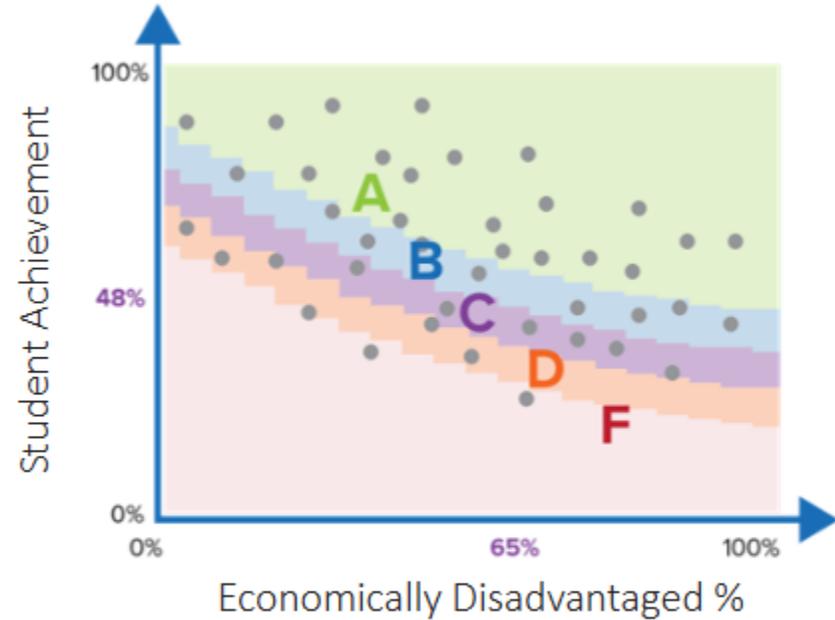
Domain 3: Closing the Gaps

Domain 3
Closing the Gaps

- Domains 1 & 2 examine the performance of all students on average (for both achievement and progress).

- Domain 3 examines the performance of groups of students, to ensure gaps are closing (for both achievement and progress).

Domain 3 is used to comply to meet federal ESSA requirements

All Student Groups

All Students

Race/Ethnicity

Special Education*

Continuously Enrolled and Mobile

Emergent Bilingual (EB)*

Economically Disadvantaged

Domain 3 ratings are based on the performance of 4 Groups

1 All Students

2 First lowest performing racial/ethnic group from prior year

3 Second lowest performing racial/ethnic group from prior year

4 High Focus**

*Includes current and former/monitored SPED/EB

**High Focus is an unduplicated count of economically disadvantaged, EB, current special education, and/or highly mobile (homeless, migrant, or in foster care) students

Tools to support you in getting to Know the System
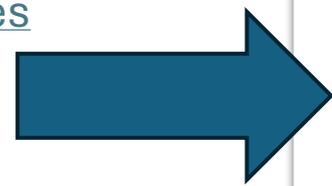

Accountability System Manual
Updated annually, provides the rules used for calculating ratings
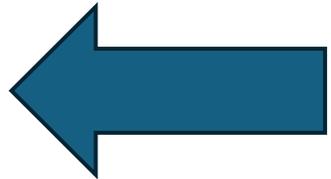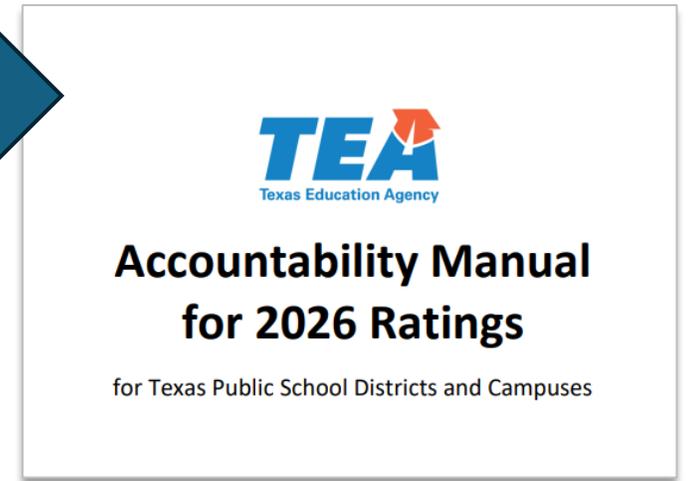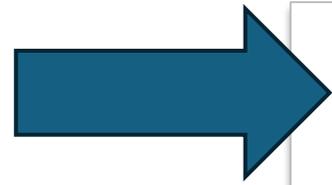
How Accountability Ratings Work
provides examples for every domain and component

Performance Reporting Resources
This is where we house publications and resources!

Your ESCs also provide ongoing workshops and trainings!

2028 System Development and Framework

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The 2028 Preliminary *A-F* Accountability Framework

Posted on 2028 Accountability Development Website
August 28, 2025

TAA
September 4, 2025

Updated Framework coming Spring 2026

Accountability System Development

Overview

The purpose of the state accountability system is to continuously improve student performance, eliminate achievement gaps between student groups, and ensure Texas is a national leader in preparing students for postsecondary success.

Information gathered throughout the 2024 - 2027 interim continuous review process and in preparation for the 2028 refresh will be provided on this page.

2028 Accountability Refresh

Approximately every five years, the A-F accountability system is refreshed using the ideas and data gathered during the interim years. The last accountability refresh occurred in 2023, and the next refresh is scheduled for 2028. **The Preliminary 2028 A-F Refresh Framework is now available.**

Opportunities to provide input on the 2028 Accountability Refresh will be available as the proposal moves through each stage of the process. The final adopted 2028 Accountability Manual is planned for release in fall 2026, allowing districts the entire 2026-27 school year to prepare for implementation of the refreshed A-F Accountability System beginning in the 2027-28 school year.

Please see the tentative 2028 A-F Refresh Timeline for more information.

Link to Framework

Step 2: Know Your Data

Key Questions to Ask Yourself: **Know Your Data**

- Do I know how my school performed last year on each domain and each component?

- Can I identify our wins?

  o *What did we do to lead to that success? How do we replicate it?*

- What are my biggest areas of need?

  o *What led to those gaps?*

- Do I know which student groups are on track and which ones need additional support?

- Do I know where to go if I need more support?

Data sometimes answers questions. Usually, it leads to better questions

Dig into the data through TXschools.gov

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SCHOOL PROFILE
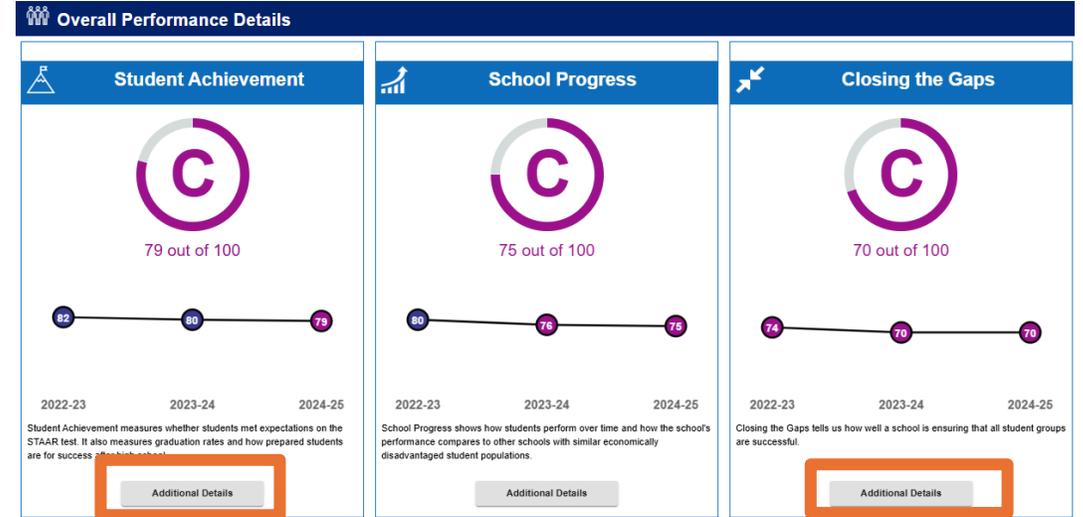
Overall Rating

C

76 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE   Additional Details

Once you know the system, **know your data**

Txschools.gov is a great place to start digging into the data!

Overall Performance Details

Student Achievement	School Progress	Closing the Gaps
C	**C**	**C**
79 out of 100	75 out of 100	70 out of 100
82 — 80 — 79	80 — 76 — 75	74 — 70 — 70
2022-23 2023-24 2024-25	2022-23 2023-24 2024-25	2022-23 2023-24 2024-25
Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.	School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.	Closing the Gaps tells us how well a school is ensuring that all student groups are successful.
Additional Details	Additional Details	Additional Details

Knowing your domain level performance lets you know your campus' strengths and areas of need.

Student Achievement Summary

STAAR Performance	College, Career, and Military Readiness	Graduation/Completion Rate
47	**100**	**100**
out of 100	out of 100	out of 100
STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test.	College, Career, and Military Readiness measures graduates' readiness for college, the workforce, or the military.	Graduation Rate measures the percentage of students who graduate in 4, 5, or 6 years.
TELL ME MORE	TELL ME MORE	TELL ME MORE

Closing the Gaps Summary

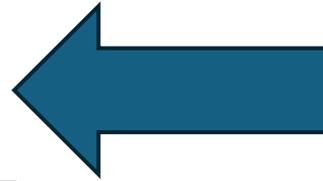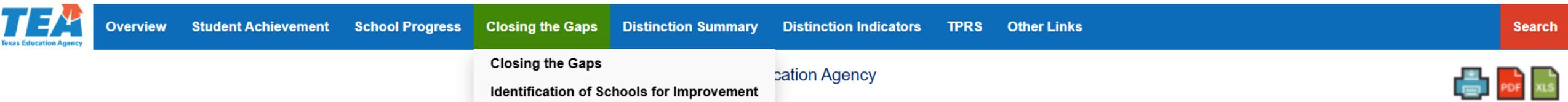| Academic Achievement	Graduation Rate	School Quality	English Language Proficiency
% of Points Earned	% of Points Earned	% of Points Earned	% of Points Earned
0	**100**	**100**	**75**
out of 100	out of 100	out of 100	out of 100
Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.	Graduation Rate measures the percentage of students who graduate in 4 years for all student groups.	School Quality measures readiness for college, the workforce, or the military across all student groups.	English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.
TELL ME MORE	TELL ME MORE	TELL ME MORE	TELL ME MORE

Double clicking into your component level performance gives you deeper insight into your data.

Accountability reports provide even more insight into prior year performance

DIG INTO THE DATA

Click this button anywhere in TXschools.gov to access the [Accountability Reports](#)

| Overview | Student Achievement | School Progress | Closing the Gaps | Distinction Summary | Distinction Indicators | TPRS | Other Links | | Search |

Closing the Gaps

Identification of Schools for Improvement

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Reports are organized by domain or distinction designations and the icons on the right allow you to print or download with one click!

Progress in Achieving English Language Proficiency (EB/EL Current)				
2025 Target		34%		
Next Interim Target (2027-28 through 2031-32)		36%		
Long Term Target (2037-38)		40%		
Points Earned		3		
2025 TELPAS Progress Rate		38%		
2025 TELPAS Progress		14		
2025 TELPAS Total		37		
2024 TELPAS Progress Rate		41%		
Total Points			3	4

Example from Closing the Gaps Report:
- Targets
- Points earned and points available
- Prior year performance
- Current year performance
- # of students assessed

The Texas Performance Reporting System (TPRS) provides _even more_ in depth data

The STAAR performance TPRS reports provide:
- Results by grade level and subject
- Annual growth by grade and subject
- Results for accelerated instruction
- Results by race/ethnicity, EBs, Student with Special Needs and Eco Dis
- Comparative results by state, district, and campus

For example, if your initial analysis leads you to believe growth must be an area of priority, the TPRS reports can help you to:
- Narrow by content
- Narrow by grade level
- Understand the moves you made that worked, so you can replicate that success!

|			
All Grades ELA/Reading	2025	67%	60%
	2024	67%	49%
All Grades Mathematics	2025	64%	29%
	2024	60%	35%
Grade 6 ELA/Reading	2025	64%	92%
	2024	61%	19%
Grade 6 Mathematics	2025	56%	42%
	2024	48%	38%

TPRS can also help you to understand other factors that impact accountability, such as attendance, staff years of experience, and early childhood measures of success

And if you don't like spreadsheets...

The Accountability Analytic Tools are another way to dig deeper to really Know your Data
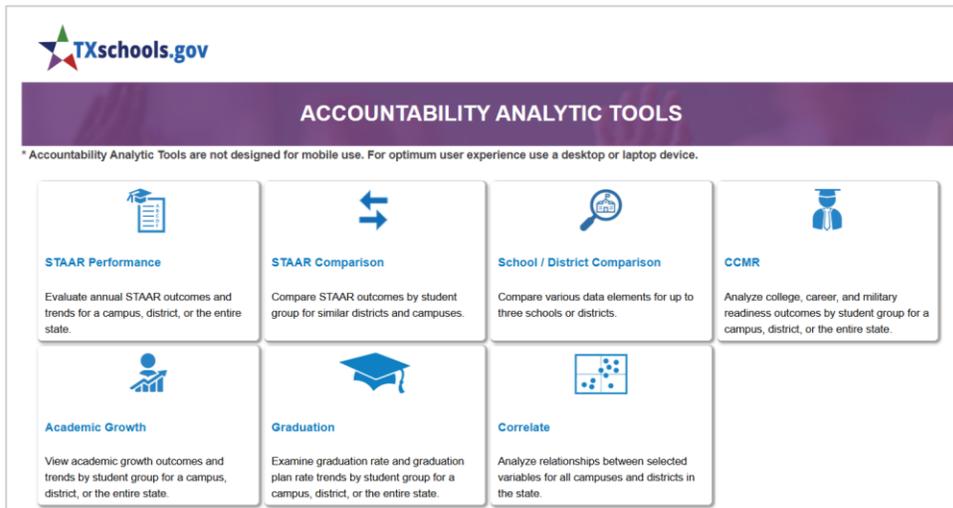
Using the Analytic Tools, you can easily see overall performance, performance over time, by student group and by grade
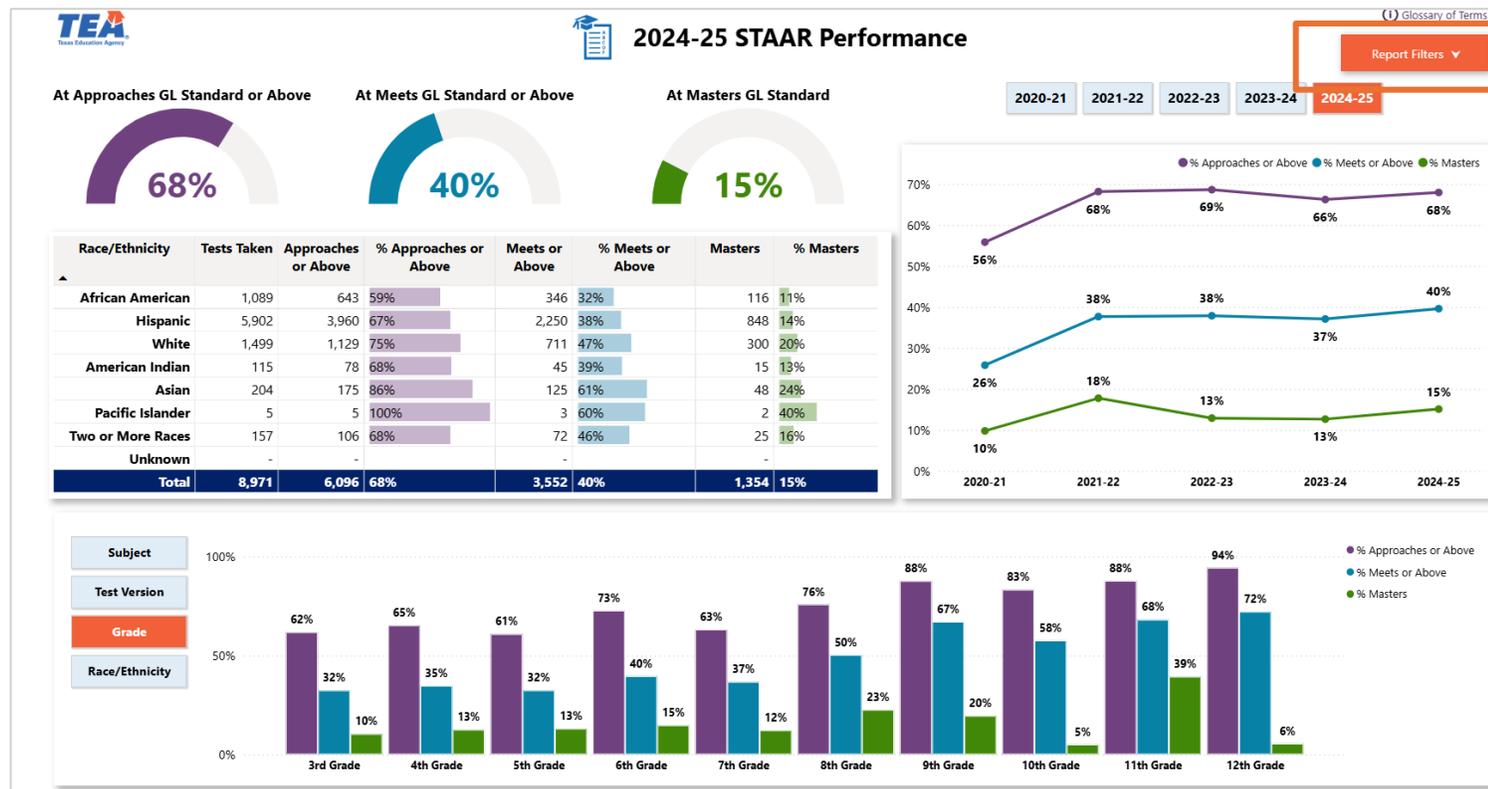
Individual dashboards allow you to filter and explore your data with easy-to-use visuals and charts

The report filters allow you to customize your view.
Be sure to filter for your school!

Step 3: Know Your Students

Key Questions to Ask Yourself: <u>Know Your Students</u>

- Do I know which students will be in my accountability subset?

- Do I know which groups each student is in? Do I know the size of each group?

  - *Are these correct in TIDE?*

- Do I know which race or ethnic groups will be evaluated in Domain 3 this year?

- Do I know who is in my high focus group?

- Do I know my students' performance last year and where they need to grow this year?

- Do I know who my accelerated testers are? Have they taken ACT or SAT?

  - *What was their performance? Do they need to retest?*

- Do I know which students have met CCMR indicators?

  - *If not yet, what do my seniors need?*

  - *Is my prior year data for CCMR correct?*

- Do I know where to go if I need more support?

Knowing your students starts with knowing who will "count" in accountability ratings

For the 2026 Accountability Year	For the 2027 Accountability Year
Grades 3–8: campuses are responsible for the spring 2026 assessment results for students reported as enrolled in 2025 PEIMS Fall Submission, also referred to as the October snapshot	Grades 3-8: campuses are responsible for the spring 2027 assessment results for students reported as enrolled inin 2026 PEIMS Fall Submission, also referred to as the October snapshot
End-of-Course (EOC): campuses are responsible for • summer 2025 results for students reported as enrolled in the October 2024 snapshot; • fall 2025 results for students reported as enrolled in the October 2025 snapshot; and • spring 2026 results for students reported as enrolled in the October 2025 snapshot	End-of-Course (EOC): campuses are responsible for • summer 2026 results for students reported as enrolled in the October 2025 snapshot; • fall 2026 results for students reported as enrolled in the October 2026 snapshot; and • spring 2027 results for students reported as enrolled in the October 2026 snapshot

Accountability Subset Rule:
Only students who were reported as enrolled during the Fall PEIMS Submission, also referred to as the October snapshot (Oct 31, 2025), and who complete the testing window at your school are counted for accountability

The Test Information Distribution Engine (TIDE) is the source of data for individual student results within A-F
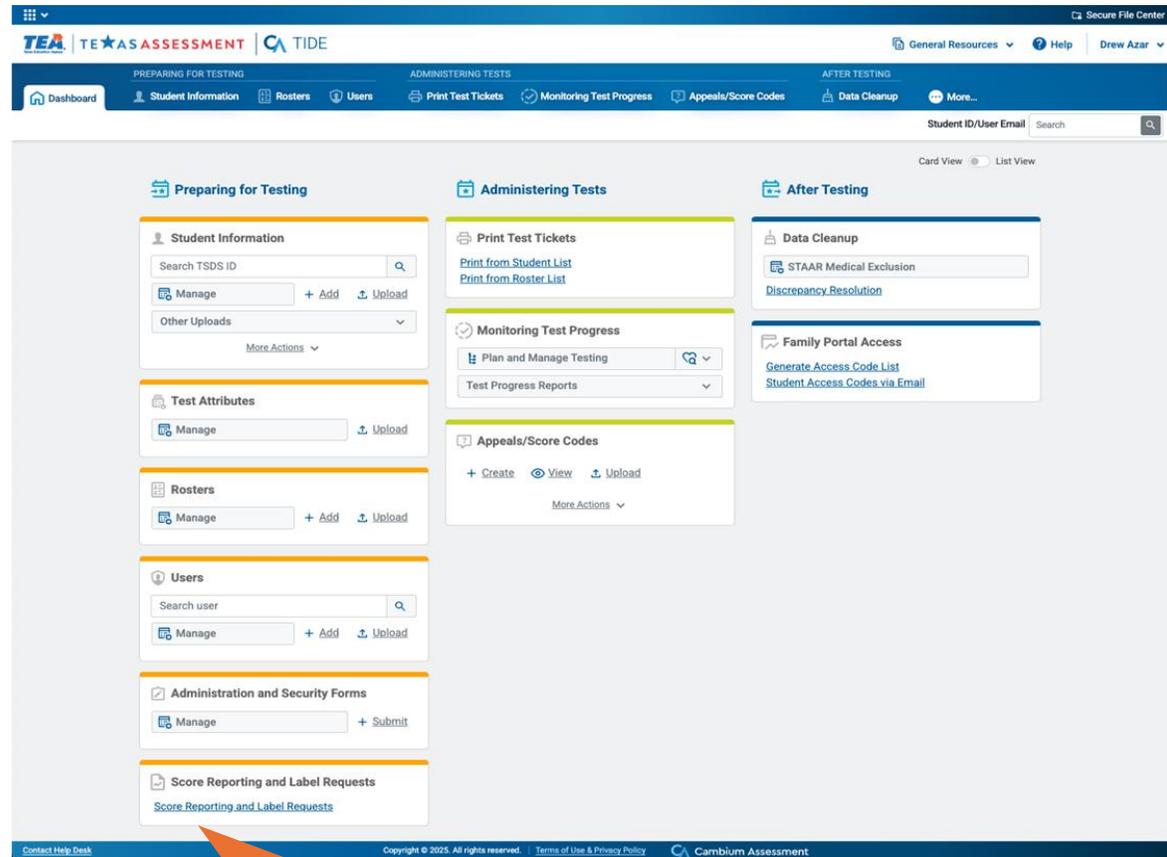
District Testing Coordinators can update demographic information under Student Information

Demographic data that impacts accountability is pulled from TIDE, such as:
- Economically disadvantaged
- Special Education
- Emergent Bilingual
- Race/Ethnicity

Information submitted in PEIMS will be used to fill in any blank fields in TIDE by March 9th

District personnel must ensure all student information is entered and correct
- **For Spring STAAR, deadline is May 1st**
- **Please see the Assessment Calendar of Events for additional information**

A new student listing to support!

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A new PEIMS Demographic Student Listing will be available on TEAL March 5th!

This student listing will include all students in membership grades K-12 and their demographic information, as reported on PEIMS Fall Submission

The goal of this student listing is to ensure that everything is correct in TIDE, to ensure accurate accountability calculations

Mark Your Calendars!
Join us on March 26th for a Performance Reporting and Student Assessment collaborative online training on leveraging this listing and making changes in TIDE
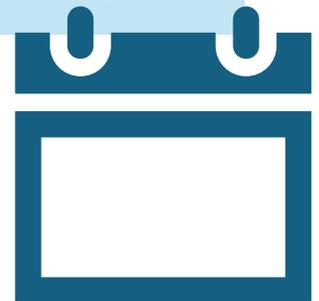
Campuses can leverage Accountability Reports or TEAL to determine their two lowest performing groups from 2025, to be evaluated in 2026

Texas Education Agency - Accountability Reports

| Overview | Student Achievement | School Progress | Closing the Gaps | Distinction Summary | Distinction Indicators | TPRS | Other Links | Search |

Closing the Gaps

Identification of Schools for Improvement

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2026 accountability	△	△						△		△	
Groups evaluated in 2025 accountability	✓	✓	✓						✓		

TEAL student listings can support in student-level analysis and planning

The TEA Login (TEAL) Accountability application provides student listings that provide insight into specific students' performance and growth with all demographic information

For high school leaders, paying attention to accelerated testers is also a critical step in knowing your students

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TEAL Accountability

New Items | **Performance Reporting** | Performance-Based Monitoring | Research & Analysis | College, Career & Military Prep | State Performance Plan | House Bill 3

User: Katherine Jubert / Admin User

Performance Reporting Resources and Reports

Click the categories below to view reports and resources. Unless otherwise noted, reports, listings, and downloads on this site are confidential and should be treated as such. These products are not designed to be shared with the public. Read the full TEA Statement of Confidentiality.

Click on the **+** to expand the section.

2026 Academic Accountability —

Item	Description
2026 Preliminary Accelerated Testers Student Listing	The 2026 Preliminary Accelerated Testers Student Listing is available to download in both CSV and Excel formats. To learn more about the data sources and the inclusion of these results, please see the Accelerated Testers Explanation of Methodology and Sources and the Inclusion of SAT/ACT Results for Accelerated Testers in 2026 Accountability. posted November 20, 2025
A-F Estimator [Admin] **A-F Estimator [Admin AEA]**	The A-F Estimator is a tool that enables stakeholders to forecast 2026 campus accountability ratings. It is prepopulated with 2025 data, and stakeholders can enter new component values to estimate corresponding domain and overall results. The tool does not include Local Accountability, which may affect the projected overall rating. posted October 10, 2025

Subject	Criteria	Year	Grade	SAT or ACT	Student Name	TSDS Unique ID
Algebra I	EOC Assessment	2023	8	No	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	No	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	No	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	24-2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111
Algebra I	EOC Assessment	2022	8	Yes	Jubert, Katie	1111111111

The Accelerated Testers Student listing allows you to see:
- Who passed an EOC prior to grade 9
- If that student has already taken the SAT or ACT

Accelerated testers' ACT or SAT scores are included in your achievement calculations!

The preliminary student listing includes students enrolled in 11th grade in 24-25

Upcoming student listings will include students in grades 9-12 (Spring)

The CCMR Tracker allows you to see which students have achieved which CCMR indicators

The CCMR tracker, found in the TEA Login (TEAL) Accountability application allows you to see which CCMR indicators your students have met

The CCMR Tracker (Part I) will be available in early April and will be upgraded to include:
- All students in grades 9 through prior year's graduating class
- An in depth look into IBCs

The Academic Accountability Data Sources Guide is a helpful guide in understanding data sources for CCMR

Step 4: Set Goals

Key Questions to Ask Yourself: Set Goals

- Am I clear on which data points need to move, and by how much?

- Do I know the impact on my accountability rating if my goals are met?

- Are my goals both ambitious and feasible?

- Do I have a clear plan in place for the essential actions that will lead to achieving our goals?

Once you know the system, your data and your students, it's time to Set Goals

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The Effective Schools Framework

Prioritize Gaps

Once a campus has assessed their current practices, they will prioritize 2 – 3 Essential Actions to prioritize their focus. Prioritization can be identified through a big gap/small gap analysis to narrow the focus on highest leverage actions that lead to improved systems and student outcomes.

Effective goal setting is all about prioritization.

- What are the highest priority gaps?
- What gains can we make this year?
- What systems need to be in place to ensure we reach our goals?
- What are the 2-3 essential actions we need to implement?

Understanding how cut points work is a critical step in setting accountability goals

Campus Student Achievement Domain: STAAR and CCMR Component Score Cut Points

Rating	STAAR				CCMR	
	Elementary	Middle	HS/K–12	AEA	Non-AEA	AEA
A	60	60	60	40	88	60
B	53	49	53	30	78	30
C	41	38	41	20	64	18
D	35	32	35	15	51	12

To get an "A" on CCMR a high school needs to achieve a raw score of 88.

88% of their graduates must achieve at least one CCMR indicator
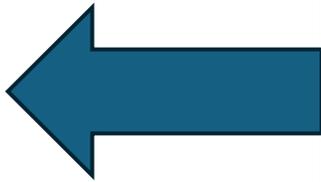
To get an "A" in Domain 2b, an elementary school needs to achieve a raw score of 80.

80% of their students eligible to demonstrate growth (4th grade and up) must make at least one year of growth
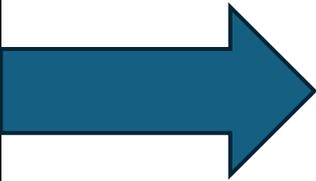
Campus School Progress, Part A: Score Cut Points

Rating	Elementary	Middle	HS/K–12	AEA
A	80	80	85	80
B	71	68	74	62
C	63	61	68	51
D	56	55	62	35

Scaled scores conversion tables are available in the 2026 Accountability System Manual or in the Texas Education Agency - Scaling Tool

The A-F Estimator can assist in deciding highest leverage priorities, growth needed, and the impact of achieving goals

The A - F Estimator has pre-populated results from the prior year, and is programmed for accountability calculations

- Each data field can be adjusted, allowing you to see which data points need to move to reach your goals
- The A-F estimator can support in goal setting, as you know exactly how much a component needs to move
- A-F estimator can support in prioritization

The AEA A - F Estimator has the same capacity, and is customized with AEC specific rules

Informed by gap analysis, the A-F estimator can support in narrowing your focus

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STUDENT ACHIEVEMENT DOMAIN

SCALED SCORE AND GRADE

73 C

Student Achievement Components	2025 Value	New Value
STAAR Performance Approaches	70	73
STAAR Performance Meets	36	36
STAAR Performance Masters	13	13
STAAR Performance Raw Score	40	41
STAAR Performance Scaled Score	72	73

OVERALL SCORE AND GRADE

81 B

SCHOOL PROGRESS DOMAIN

SCALED SCORE AND GRADE

85 B

School Progress Components	2025 Value	New Value
Academic Growth Raw Score ⓘ	60	60
Academic Growth Scaled Score	69	69
Economically Disadvantaged %	95.9	

RECALCULATE NEW VALUES

RESET ORIGINAL VALUES

CLOSING THE GAPS DOMAIN

SCALED SCORE AND GRADE

71 C

Closing the Gaps Components	Values
Academic Achievement ⓘ	
New Values:	9 out of 32
Rate:	28.1%
Weight / Score:	30 % / 8.4

In this example, the school leader changed:
- "STAAR Approaches New Value" to 73 and
- Selected "Recalculate New Values"

By increasing the percent of students at approaches by just 3%, this school can move from a C to a B

Step 5: Monitor Progress

We don't (yet!) have formative assessments...

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The best way to monitor your progress is through formative assessments

Looking at your formative data through the lens of accountability should include:

- **Progress to achievement goals**
- **Individual student progress**
- **Analysis of student group performance**

Key Questions to Ask Yourself: <u>Monitor Progress</u>

- Do our PLCs include an accountability lens?

    o *Does everyone in my building know which students need to move and by how much?*

    o *Is our data available by prioritized student groups?*

- Do we have planned step-backs when student listings and trackers are released?

- Do we have systems in place to ensure all deadlines for accountability are met?

- Do we know where re-testers are tracking?

The Performance Reporting Calendar of Events can help you plan out your year

Calendar of Events (April 2025–December 2026)
Last updated: January 9, 2026

Year	Month	Date	Key Event	Resources
2026	February	13th	**Student Assessment Data Validation** Reports released in TEAL	Data Validation Monitoring Reports
		16th - March 27th	**Texas English Language Proficiency Assessment System (TELPAS)** and **TELPAS Alternate** testing window	Assessment Testing Calendars
2026	March	early March	**2026 Alternative Education Accountability (AEA) Campus Registration Process** available in TEAL (one-week window)	TEAL Login
		early March	**Final 2025 Accelerated Testers Student Listings** released in TEAL	2026 Accountability Rating System
		early March	**Campus 3-12 Enrollment (Membership) List** available on TEA website	2026 Accountability Rating System
		9th	Fall **PEIMS** demographics file loaded into TIDE (Updates missing student information for students that are already registered in TIDE)	PEIMS Data Submission Overview
		16th - April 17th	**STAAR Alternate 2** testing window	Assessment Testing Calendars
		23rd	**Final Administration Reports for Accountability** delivered to districts for December EOD via TIDE	Student Assessment Results
2026	April	early April	**2026 Final Lists of AEA Campuses** available on the TEA website. *Date To Be Confirmed (TBC)*	Performance Reporting Resources
		early April	**CCMR Tracker Part I** available in TEAL *(Date TBC)*	TEAL Login
		late April	**2026 Campus Pairing Window** available in TEAL *(Date TBC)*	TEAL Login
		6th - 17th	**STAAR** testing window for Reading Language Arts (RLA)	Assessment Testing Calendars
		13th - 24th	**STAAR** testing window for Science and Social Studies	Assessment Testing Calendars
		20th - May 1st	**STAAR** testing window for Mathematics	Assessment Testing Calendars

The Performance Reporting Calendar of Events can be downloaded from Performance Reporting Resources in Excel, PDF, or .ics (straight to your calendar!)

Keeping track of these dates can allow you to:
- Know when official listings will be released for your progress monitoring (CCMR + Accelerated testers)
- Know when action is required of you for accurate accountability ratings (e.g., AEA registration)

The calendar will be updated monthly, and dates will be finalized as data become available to Performance Reporting.

High school leaders should also be monitoring EOC re-testers

Results are already available for the June 2025 and December 2025 STAAR EOC administrations.
Both of these will be reflected on 2026 accountability!

Analyzing these results can help you to:
- Know which courses are on track
- Know which students need to retest in the spring and their highest areas of need
- Set goals and make strategic moves for both your first time testers and re-testers

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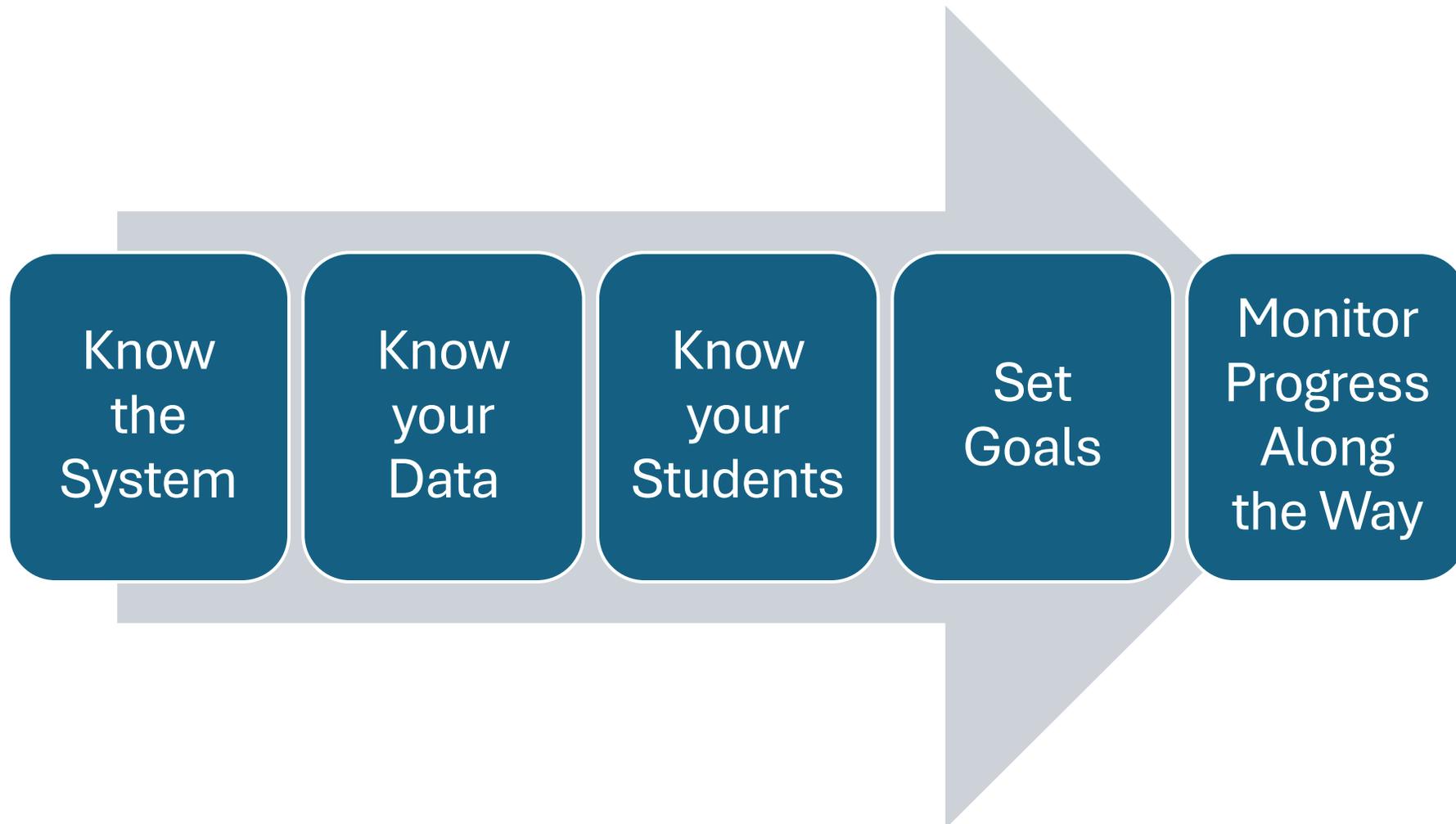Texas Education Agency

Closing

A goal without a plan is just a wish.

Antoine de Saint-Exupéry

Careful analysis and planning allows you to reach your goals... and we are here to support you!

Know the System → **Know your Data** → **Know your Students** → **Set Goals** → **Monitor Progress Along the Way**

There are free and accessible tools at every step to support you in your journey!

I have a recommendation for an upgrade!

Recent and Upcoming Upgrades based on Stakeholder Feedback:

- **Release of groups to be evaluated in Domain 3 for 2026**
- **Expansion of Accelerated Tester Listings to include grades 9-12**
- **PEIMS x Accountability resources and trainings**
- **Expansion of CCMR trackers with in-depth IBC lists, expanded grade levels, and demographic information**
- **And more to come!**

Suggested Enhancements to Performance Reporting's Products and Processes
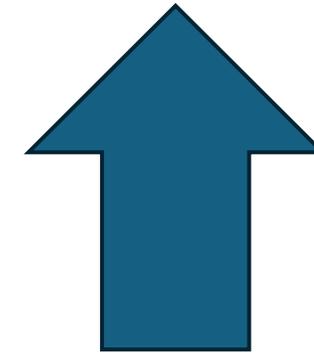
Use this link to let us know how we can improve our products or to recommend new products that would support your analysis and planning!

Thank you

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tinyurl.com/TEA-PR-Feedback